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ABSTRACT

This teaching unit for fourth to sixth grade history students outlines 20 activities aimed at developing an appreciation in students for a particular time in history. The knowledge goals state that students will gain an understanding of a time period or person in history and will infer how the time period or person influenced the future. The skill goals focus on learning how to present knowledge gained through research, and learning how to make predictions based on facts. Attitude goals seek to have students realize their own significance to our world, and develop an appreciation of history and its study. Behavioral objectives are keyed to each of the unit goals and activities. Activities include: building a time machine, "living" in a distant time period, "meeting" people out of history, creating "time portals" in areas of the classroom which represent different eras, viewing television shows and movies dealing with time travel, conducting library research, and making a time capsule. The unit evaluation is based on a point system and includes group as well as individual assessments. The bibliography lists names of five movies and television shows used, and three additional resources. (JDH)

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THE TIME MACHINE

GRADE 4-6

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THE TIME MACHINE

A. Experience The Past

I. Culture of the Period

a. Domestic

1. family life
2. housing
3. clothes
4. daily life
5. food

b. Public

1. government
2. technology
3. occuptions
4. transportation
5. weapons

II. Major events of the Period

a. Discoveries

b. Wars

c. Political

d. Famous People

B. Relate Event Of The Past To The Present

I. What do we have now because of the event?

a. Time Line Of Consequences

C. "Change The Past" "Change The Future"

I. Predict the future after a change in the past.

a. Simple personal changes of present effect the future.

UNIT GOALS

Key- Knowledge goal, # ; Skill goal, # ; Attitude goal, #

Knowledge

1. Students will gain an understanding of their time period or person in history.
2. Students will infer how their time period or person influenced the future.

Skill

1. Students will learn how to present or demonstrate knowledge gained through research.
2. Students will learn how to make predictions based on facts.

Attitude

1. Students will realize their own significance to our world.
2. Students will develop an appreciation for history and its study.

UNIT OBJECTIVES

Key- (Objective, #'s)

K,1; K,2 1. Students will be able to list 10 facts about their time period or person.

K,1; S,1 2. Students will creatively display a time capsule or a 4 station learning center consisting of materials and information pertaining to their time period or person.

K,1; K,2; S,1; S,2 3. Students will create a time line of major events that are related to their time period or person, up to present day.

K,1; K,2; S,1; S,2; A,1; A,2 4. Students will write and perform their play, to an audience. The play will demonstrate their knowledge of their time period or person. It will also illustrate the change in history, made by one person, and its significance to the future.

K,1; K,2; S,2; S,2; A,1; A,2 5. Each student will write a descriptive story between 1 and 2 pages which reflects their knowledge of their time period or person. The paper will describe a different course of events in history due to their personal intervention with the past.

A,2 6. Each student will draw a picture depicting the most important aspect of the story.

S,1; A,2 7. Students will create a mural consisting of their individual papers, pictures and other hang-upable materials used in the unit.

A,2 8. Students will show an interest in history by being enthusiastic and asking questions.

K,1; S,1; A,2 9. Students will participate in constructing elements of the environment for their time period or person.

UNIT OBJECTIVES cont.

A,2 10. Students will take on initiative and responsibility while working in their groups.

INITIATING ACTIVITIES

(0,8) 1. Teacher introduces idea of "Time Machine" by dressing up in clothes from another time and role playing a visitor from another time.

(0,8) 2. Teacher describes and leads class in a typical school day, in his time period.

(0,8,10) 3. Time periods, events, and people from history, that the children find interesting, are brainstormed on the board. Idea sparking questions: Is there anyone out of history you would like to meet? ask questions? Are there any times or events out of history you would like to see? know more about? These ideas, or any others approved by the teacher, will be the topics of the units. Each group will vote on their topic later.

(0,10) 4. Hand out the evaluation sheet to students. Go over it with them so that they will know what is to be expected from them. Include a letter to parents explaining unit and asking for help and participation where ever they can. Include the evaluation sheet.

(0,8) 5. Show Star Trek "City On The Edge Of Forever". This is an episode dealing with time travel and its effects on history.

(0,8,10) 6. Students will create a time portal in the doorway of the classroom using cardboard, streamers, tempra paints, tin foil, and any other materials that can be found or made. Passage ways to each time corner, or group work center, will be decorated by each individual group. Crossing over a passage way is passing through time, so you must act as a

INITIATING ACTIVITIES cont.

member of that time period to avoid disrupting the natural progression, or flow, of that times culture. This rule must be strictly enforced. Purposefully disobeying this directive is cause for the loss of one participation point, out of 10 possible.

DEVELOPMENTAL ACTIVITIES

Students are to be put into groups. Groups of 5 children will probably be best. Each group will vote on their time period or person. Once this is accomplished and the time machine decorations are complete, it is time to start the developmental activities.

(0,8,9, 10) 1. Each group will be assigned to a corner or other place in the room. It is the group's responsibility to decorate their area in their time theme. This area is to be treated as if it were displaced in time. For all practical purposes, when the students enter through the time portal and passage way, they are entering into another time. Their areas will need to be decorated to enhance realism. Books, pictures, crafts, clothing, and other creative artifacts can and should be used continuously to contribute to the authenticity of the area. A large sign should indicate the time period of each area from afar.

(0,1,2,3, 4,5,10) 2. Library time must be provided in order for the students to gather books and other materials related to their period and or person. Each student must research, from at least 3 sources, ten facts about their time period and or person. These facts may include any information concerning these topics: family life, housing, clothes, daily life, food, entertainment, government, technology, occupation, transportation, or weapons. Each <u>group</u> must, however, have facts concerning at least 5 of these topics. The group must, therefore, coordinate their efforts so that they do not overlap too badly or leave to many subjects untouched. The list of facts

DEVELOPMENTAL ACTIVITIES cont.

and their sources will be turned in later by each student. Students should learn the facts because they are important aspects of their time or person. These facts will be used for almost all of the activities in the unit.

(0,1,3,8) 3. Time Line Activity

For this activity to be fully successful a mini activity must precede it. The teacher will create a time line on the board of one student's day. The student will supply the first piece of information for the line. The teacher can then ask 5 questions. Based on facts that the teacher learns and knows he proceeds to mark the major, and some minor, events that made up that student's day.

Each group will then do this activity using their time period or person as their subject. They must use the data they have collected to graph out the events which are related in some way to their time period or person. The time line graphs must have at least 10 entries on them. The time lines will be made small at first. Once they are approved they will be enlarged on to butcher block paper and posted over the group's headquarters. Somewhere posted their must also be an explanation of the significance of each entry to the group's time period or person.

(0,1,2,8, 9,10) 4. Each group must create either a 4 station learning center or a time capsule to be displayed in the class. Time and materials (if possible) will be provided.

a. A time capsule is a means of recording preserving, or presenting culture or some aspect of culture to another culture in a future time. The group must find at least 10

DEVELOPMENTAL ACTIVITIES cont.

creative ways in which to represent their time period or person to to a future culture. This can be through crafted artifacts, books, money, jewelry, clothing, pictures, or photos (if cameras were around then). The materials must be preservable and not to large as to be impracticle to bury. The time capsule itself must be able to be made using materials available in their time period, but it does not have to actually be made of that material.

b. A four station learning center is a creative instructional tool used to teach about the group's time period or person. Four aspects of the group's topic must be represented. The stations must contain hands on materials including games, and other learning activities. These can include the same topics as discussed in the time capsule activity. Films, cassettes, or other AV materials can also be used.

(0,8) 5. Show TV shows and or films about time travel and ancient times. When dealing with the past, only use a film of a group's topic if you are going to show one for all the groups. Some time travel example movies include: Time After Time, Back To The Future, Voyagers, Star Trek-Tomorrow is Yesterday, Walt Disney-The Time Machine, The Twilight Zone-JFK. These shows are meant to spark interest, entertain, and keep the idea of time travel in the children's minds.

(0,3,8) 6. Time Line Twist

Teacher will bring back tothe board the time line he created earlier. He will then create a new time line using the same starting point but with some small change. The original time

DEVELOPMENTAL ACTIVITIES cont.

line will be shown to have greatly changed due to the effect of the one change. This idea will be needed to carry over into the next segment of activities so it must be understood. Simple examples can be used for instance: The teacher doesn't tie his shoes in the morning. He trips,falls, and breaks his leg. The teacher meets a famous person in the hospital and gets married. He then lives happily ever after.* The same day he remembers to tie his shoe and comes to school just like normal. He gives a surprise test and everyone fails school. Have students think up some other time sequence lines. The point of this activity is to show that everything we do has a bearing on the future. There are an infinite number of possible futures that are determined by each and every person on Earth during every second of the day.

(0,1,4, 8,10) 7. Each group will write a play concerning their time period or person. The play will need to demonstrate the group's knowledge of their time period or person. It must use the time machine, in order to demonstrate the effects on history that one person could have made by changing something in their time period. Students will base their predicted change using information gathered on their topic, general knowledge of cause and effect relationships, and a great deal of imagination. Every member of the group must have some part in the play. More students can be used in the play if, costumes can be provided for them and they want to participate in it.

DEVELOPMENTAL ACTIVITIES cont.

(0,1,5, 7,8) 8. Each student will write a 1 to 2 page story which reflects their knowledge of their time period or person. The paper will cescribe a different course of events in history due to their personal intervention with the past. This will provide an opportunity for each student to exercise and express his or her own personal imagination and creativity.

(0,6,7) 9. Each student will draw a picture to accompany his or her story. This picture should reflect the most important aspect (to the child) of the story. This is another medium for expressing the individual child's ideas on the subject.

(0,1) 10. Each student will take a quiz on his or her topic. Students will be asked to list at least ten facts pertaining to his or her group's topic.

CLOSING ACTIVITIES

(0,1,4, 8,9,10) 1. Costumes and sets will need to be make for each group's play. These can be made using sheets, dye, old clothes, paint, cardboard, and any other materials that can be brought from homes or found at school. Goodwill and the Salvation Army have old clothes and sheets real cheap. The children should design their own costumes and sets with a little help and supervision from the teacher.

(0,1,4, 8,9,10) 2. Each group will perform their play for an audience. The students can do them for each other or other classes (depending on how practise goes). If video equipment is available from school or public library, as it is in Bloomington, plays should be filmed for class viewing and historical preservation.

(0,1,7) 3. The class as a whole will create a hodgepodge mural which will include their papers, drawings, posters, plays, or any other creative hangables. This will be made for the hallway in front of our room or on a wall in the room, depending on space. This will be a brief overview, review, of some of the main ideas in the unit. Students can look at the mural and learn or relearn more about other times or people at a glance.

(0,8) 4. The class will plant a small tree somewhere on school property, if possible. Money for the tree can be from donations, a class fund, or fund raisers (ex. sell popcorn and juice at plays). This activity is a nice way to end this unit. Trees are history. It should be pointed out to students that some big trees they see every day were around before

CLOSING ACTIVITIES cont.

the civil war, some even longer. Students may climb or have climbed the same trees as Abraham Lincoln or other famous people. Students should think about what was going on in the world when the giant Redwoods in CA. were planted. The tree they will plant will go on growing at the school long after they are gone. They are creating a living historical marker, a kind of time capsule.

Evaluation

Personal Group Participation:

Play	5	___
Capsule or Learning Center	5	___
Research	10	___

Group Grade:

Play	15	___
Capsule or Learning Center	15	___
Time Line	10	___
Work Place Creativity	10	___

Personal Grade:

Paper and Picture	10	___
Facts Quiz	10	___
Class Personal Participation	10	___

Evaluation coding

Play (0,1,4,8,9,10)

Research (0,1)

Capsule or Learning Center (0,1,2,8,9,10)

Time Line (0,1,3,8)

Work Place (0,8,9,10)

Paper and Picture (0,1,5,6,7,8)

Quiz (0,1)

Bibliography

Teacher Resources

1. Star Trek episodes: "City on the Edge of Forever"
   "Tomorrow Is Yesterday"
2. Voyagers episodes: Time travelers investigate a variety of important time periods and people.
3. Twilight Zone episode: "Profile in Silver"
   -A historian travels back to 1963 Dallas, to stop the assassination of a famous ancestor.
4. Disney Sunday Movie: "Time Flyer"
   -A young boy returns to 1927 in hopes of preventing his grandfather from attempting the first flight across the Atlantic- which the boy knows will fail
5. Kond, Herbert. Adventures in Space and Time, The Story of Relativity. New York: Holiday House, 1966.
   -Time travel and the theory of relativity are explained in general. The book is illustrated and very user friendly for all ages.

Student Resources

1. De Santillana, Giorgio. The Crime of Galileo. New York: Time Inc., 1962.
   -A bibliography of Galileo.
2. Seeger, Raymond J. Men of Physics. Galilei, Galileo, 1564-1642 His Life and His Works. M.C., M.P.: Robert Maxwell, 1966.
3. Starvie, Barrie. Lamp at Midnight. New York: A.S. Barnes and Co., 1966
   -A play about the life of Galileo.